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ABSTRACT

This guide provides student activities to be used in teaching mastery of the essential skills in library research and reference required at each grade level from K to 12 in the Kentucky schools, pursuant to 1984 state legislation. Listed under each skill for ease of correlation, the various activities include board games, group competitions, learning center activities, and art projects. It is noted that emphasis has been placed on more creative activities, rather than traditional textbook and worksheet activities. It is intended that teachers and librarians work together to integrate the library, research, and reference skills learning into the curriculum, so that immediate practical application of library skills can be accomplished by having students use the skills to find information needed for subjects being studied in the classroom. A list of the members of the Library/Research/Reference Activities Committee is included. (EW)

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ESSENTIAL SKILLS

Library Research Reference ACTIVITIES

Kentucky Department of Education
Alice McDonald, Superintendent of Public Instruction
July, 1985

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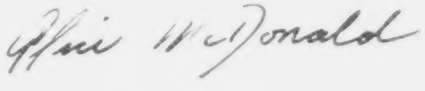
FOREWORD

The 1984 General Assembly enacted legislation calling for the teaching and testing of essential skills in reading, writing, spelling, mathematics and library/research/reference in every grade in Kentucky. Educators from every school district in the Commonwealth worked together to develop lists of skills considered essential for pupils to progress to the next higher level of achievement and to attain success at that level. The lists of skills in those five areas have been disseminated to all schools within Kentucky.

After preparing the lists of essential skills, it was felt that many teachers had implemented activities within their classrooms which successfully taught those skills. In order to utilize this expertise, committees of teachers were established in each area to compile sets of activities which had been found to be effective. The activities included in this publication were selected because of their originality or uniqueness; they do not include those which might already be in general use and well understood by teachers. Other criteria for the selection of these activities were their ease of implementation and low cost.

It must be emphasized that the essential skills and the activities do not form a complete curriculum for any school. They should be integrated into the curriculum to assure that all pupils in Kentucky receive instruction in these skills and in the additional skills considered necessary for the development of an educated individual.

The Department and I wish to thank all those educators who gave their time and talent to the preparation of this publication. The activities should be of benefit to all teachers.



Alice McDonald
Superintendent of Public Instruction

ACKNOWLEDGMENT

On behalf of the Office of Instruction I want to express our appreciation to those who have given their time and talents to the development of this publication. The staff of the Division of Program Development, especially the Units of Language Arts and Mathematics/Science, provided excellent guidance in the compilation of these activities to accompany the Essential Skills in Reading, Writing, Spelling, Mathematics and Library/Research/Reference.

Those teachers and supervisors who served on the committees which compiled the activities deserve our special thanks because they were able to draw on their many resources to assemble the outstanding activities which are included in this document. The successful use of these activities by practicing teachers underlies their inclusion in this material. Those persons who served on each committee are named at the end of the publication.

James Fouché, Associate Superintendent
Office of Instruction

ESSENTIAL SKILLS
LIBRARY/RESEARCH/REFERENCE

PREFACE

These student activities are to accompany the list of Essential Skills: Library/Research/Reference. Activities are listed under each skill for easy correlation.

The skills are listed at the grade level where they should be mastered and they will be tested at the end of that grade level. Therefore the activities will be presented earlier at the same grade level or at a lower grade level depending upon the difficulty of the skill.

A variety of activities are included such as board games, group competitions, learning center activities and art projects. More creative activities were included instead of traditional textbook and worksheet activities.

Librarians should plan with teachers to integrate library/research/reference skills into the curriculum. Immediate practical application of library skills can be accomplished by having students use the skills to find information needed for subjects being studied in the classroom. Teachers should assign research projects that require the use of the library media center.

Since dictionary skills and map skills are presented by classroom teachers and other reference skills may not always be presented by the librarian, it is important that the librarian and teacher plan together to insure that students are receiving instruction in all library/research/reference skills.

ESSENTIAL SKILLS
LIBRARY/RESEARCH/REFERENCE

KINDERGARTEN

The student will:

L.00001 Identify ways to handle and care for materials (e.g., protect materials from weather and pets, keep materials clean).

Activities:

1. Make a book puppet by taping paper eyes, a mouth and a nose on the cover of a damaged book or use a covered cereal box. The book puppet explains what has happened to it, (e.g., left outside). Students make their own puppets out of small cereal boxes and perform book care skits.

2. Make up a song about book care. For example, write lyrics about book care for the song "Here We Go Round the Mulberry Bush". Have students sing the song.

3. Develop a flannel board story of SOMETHING QUEER AT THE LIBRARY or any story that tells about book care. Have students act out the story or perform a puppet show.

4. Have students make bookmarks for their books.

5. Have students draw posters about proper book care.

L.00002 Recognize what materials are found in a library (e.g., books, records, magazines).

Activities:

1. Have students bring magazine pictures or their own drawings of items that are found in a library. Make a collage of the pictures.

2. As pictures are shown to the students, they decide which items belong in a library and the pictures are placed on a flannel board. The class can be divided into two teams for a competition.

3. After a guided tour of the library, hold a library scavenger hunt. Put different colored shapes (circle, square, triangle) at various sections of the library. Ask a table of students to locate a specific shape and bring an example of the item back to show the other students.

4. Prepare a grab bag of various items which may or may not be found in a library. Ask students to pull objects from the bag and tell if they belong in a library.

I.00003 Identify the parts of a book (e.g., cover, pages).

Activities:

1. Play the game of "Simon Says" and have students point to the part of the book that Simon says to locate.

2. Make up riddles about the parts of a book and have students guess which book part the riddle is about.

3. Have students make mini-picture books and use magazine pictures or their own drawings for illustrations.

ESSENTIAL SKILLS
LIBRARY/RESEARCH/REFERENCE

GRADE 1

The student will:

L01001 Recognize that picture books are arranged on the shelves in alphabetical order.

Activities:

1. Have students find a picture book in the section that their own last name begins with.

2. Make "big foot" cutouts with one letter printed on each foot. The student takes a foot to the picture book section and finds the matching letter.

3. Students print their last name initial on a card and line up in alphabetical order as their letter is called to make an alphabet train.

4. Adapt the hot/cold game and have each student shelve a book. If the student goes in the wrong direction, say "You're cold" and when he/she is close to the book's location say "You're getting warm."

L01002 Identify a globe as a model of the earth.

Activities:

1. Students make globes out of green and blue clay.

2. Have students cover balloons with papier-mache to make globes. Paint with blue and green paints.

L01003 Identify a map as a picture of the earth.

Activities:

1. Have students make "Me" maps by drawing outlines of one another on butcher paper. Explain that their drawings represent physical features of people instead of places. Discuss what features could be added to their drawings (hair, faces, etc.) and what features would be on maps (lakes, mountains, roads, etc.)

2. Have the class make a map of their classroom or of the school.

3. Paste a map on cardboard and laminate it. Cut the map into several puzzle pieces. Have students reassemble the puzzle pieces.

4. Cut apart a papier-mache globe used in Activity L01002 #2 and flatten it to show a map of the earth.

L01004 Distinguish between land and water masses on a colored globe or map.

Activities:

1. Using a flannel board, have students place cutouts of continents on a blue background.

2. As a class project, make a relief map of salt or dough on which students can depict land or water masses.

3. Students spin a globe and then stop it and point to a continent.

4. As the instructor points to land or water on a map, the students identify it by using a signal such as a raised hand for land, etc.

ESSENTIAL SKILLS
LIBRARY/RESEARCH/REFERENCE

GRADE 2

The student will:

L02001 Define (Identify the definition of) the word "title" as the name of a book.

Activities:

1. Read a picture book to students and show the illustrations but do not tell them the title. Have students give the story a title and write the titles on the blackboard.

2. Each student writes the title of his/her favorite book and cuts it into three pieces. Students then exchange pieces and put the titles back together.

3. Students look on a book to see how many places the title is written. (Cover, title page, and spine)

4. Activity L02002 #1.

L02002 Define (Identify the definition of) the word "author" as the person who writes a book.

Activities:

1. Paste book jackets on poster board and laminate. Cut into puzzle pieces. Students assemble puzzles and tell who the author is and what the title is.

2. Have students vote for their favorite author during an election week or during Children's Book Week.

3. Have the class write a collective letter to one of the classes' favorite authors.

4. Students become authors and write their own stories.

5. Celebrate an author's birthday. Have students make candles for a cake with the titles of the author's books written on the candles. Display a calendar all year with the authors' birthdays listed. Students could send birthday cards to the authors.

L02003 Define (Identify the definition of) the word "illustrations" as drawings in a book.

Activities:

1. Read a story or play a recording of a story without showing the illustrations. Have students draw illustrations to go with the story. (Use transparencies or filmstrips instead of paper for a variation). Have students sign their artwork "Illustrated by _____."

2. Combine student reproductions of their favorite illustrations into a permanent artwork such as a quilt, a wall hanging, ceramic tiles or a painted mural on the wall.

3. Laminate illustrations from discarded books and have students put pictures in the correct sequence or have them rearrange the pictures to tell a new story.

4. Paste illustrations from discarded books on poster board and laminate. Cut into puzzle pieces and have students put them together. Students tell what book the illustrations are from.

L.02004 Define (Identify the definition of) the word "illustrator" as the person who draws the pictures in a book.

Activities:

1. Activity L.02003, #1.

2. Activity L.02003, #2.

3. Activity L.02003, #3.

4. Activity L.02003, #4.

L.02005 Place words in correct alphabetical order by the first letter.

Activities:

1. Have students listen to a cassette recording of animal sounds and write the names of the animals down. After listening to the entire cassette, the student puts the list of animals in alphabetical order.

2. Each student brings a magazine picture or drawing of an item that begins with an assigned letter. Pictures are placed in alphabetical order and pasted on a poster.

3. Sentences are scrambled and students unscramble the sentences by putting the words in alphabetical order.

4. Students line up alphabetically according to their first or last names.

5. Write vocabulary (spelling, seasonal words, etc.) on construction paper cutouts of clothing. Attach a clothesline to a bulletin board and have students hang the clothing with clothespins in alphabetical order. (This could be adapted to a folder activity).

6. Laminate Sesame Street characters or other familiar characters labeled with their names and have students put them in alphabetical order. This could be a flannel board activity for the whole class or an interest center activity.

7. Students sit in a circle and play the game "When I go to Frankfort." The first student to play says "When I go to Frankfort I'm going to take a _____ " and completes the sentence with a word beginning with the letter "A." The second student repeats the phrase and thinks of a word beginning with a "B." The game continues until each student has had at least one turn.

L02006 Recognize that picture books are arranged on the shelf by alphabetical order according to the author.

Activities:

1. Activity L01001, #1.

2. Activity L01001, #2.

3. Activity L01001, #3.

4. Activity L01001, #4.

L02007 Identify a record player and records.

Activities:

1. Divide the class into two teams and ask students to identify pictures of audiovisual equipment or the actual equipment. If a team is correct, place a felt animal or symbol on a flannel board that has been divided in half. The team with the most animals wins.

2. Have students bring their own favorite records to play in the library and/or allow students to check out records to take home.

L02008 Identify an audio cassette recorder and an audio cassette tape.

Activities:

1. Students listen to "mystery" sounds recorded in the school and guess what the sounds are.

2. Students listen in small groups to read-along story tapes as they read the stories.

3. Have students read a story and record it. The librarian can make book/cassette packets using the students' recorded stories and add these to the library collection.

4. Students vocalize and record animal sounds for Activity #L02005, #1. The best sounds are used for the final cassette.

5. Activity L02007, #1.

L02009 Identify a filmstrip projector and filmstrip.

Activities:

1. After instruction on how to operate a filmstrip projector, students demonstrate their ability to operate equipment and then receive a filmstrip projectionist's license. Students who receive a license can tutor other students.

2. Students make their own filmstrips on a topic being studied in class. (Use old filmstrips and remove emulsion with bleach and rinse in soapy water.)

3. Activity L02007, #1.

L02010 Identify north, south, east and west on a map.

Activities:

1. Have students plan a route for Santa Claus from the North Pole to their relatives and friends. Indicate the direction he travels from place to place.

2. Students state directions from their own city to places they have lived or visited and draw a map.

3. Put up directional markers in the room and play a game of "Simon Says." Students move or point in the direction that Simon says.

4. Plan a treasure hunt. Hide a "treasure" in the room or in the school. Give students a map with the directions north, south, east and west labeled on it and with written instructions where to find it.

ESSENTIAL SKILLS
LIBRARY/RESEARCH/REFERENCE

GRADE 3

The student will:

L.03001 Place words in correct alphabetical order by the second letter.

Activities:

1. Write riddles on book pockets. The answers to the riddles must be sentences with words in alphabetical order. Cut the words of the answers apart and store in the book pockets. Students put words in alphabetical order to find out the answers to the riddles. Example: "How do you paint a rabbit gray? Get gray hare spray."

2. Write a list of words with the same first two letters on tagboard and cut apart. Give a word to each student and have them arrange themselves in alphabetical order.

3. Students make a mini-telephone directory of their friends and relatives.

4. Write words beginning with the same first two letters on 3" x 5" cards so that there are three cards per student and two sets of cards. Divide the class into two teams and one student from each team goes to the stack of cards and picks up three cards and alphabetizes them. A checker verifies the correct order. If correct, the team scores two points. If incorrect, the student has a chance to correct it and score a point.

5. Activity L02005, #4.

6. Activity L02005, #5.

L.03002 Distinguish between the definitions of fiction and nonfiction materials.

Activities:

1. Divide the class into teams. Have a relay race with books or book jackets. Students place a book in the correct pile of fiction or nonfiction.

2. Have students bring a fiction or nonfiction book about bears (or another topic) from home or from the library. The class decides whether each book is fiction or nonfiction. Make a "Bear Facts" bulletin board with nonfiction titles displayed and with facts about bears listed.

3. Students write down the words "fiction" and "nonfiction" on separate pieces of paper. As materials are held up so the whole class can see, have the class decide whether materials are fiction or nonfiction and signal by holding up the correct word.

L03003 Recognize that titles of fiction are arranged alphabetically by the author's last name.

Activities:

1. Have students go to the fiction section and find a book by a person with their own last name or a name closest to theirs.

2. Prepare a bulletin board about authors who write a specific type of book such as mysteries and have students organize the books in the correct order.

3. Activity L01001, #4.

L03004 Recognize that filmstrips, cassettes, and records are types of audiovisual or nonprint materials.

Activities:

1. Have students write "What Am I" riddles describing the item and its uses. Include both print and nonprint items. The class guesses what the riddles are about.

2. Activity L02007, #1.

3. Cut two skeletons out of flannel or paper. Divide the class into two teams. Show the class pictures of audiovisual equipment or project pictures on the overhead projector. When a team member guesses the kind of equipment correctly, place one of the eight pieces of the team's felt skeleton on a flannel board or overhead projector. (Each team has its own skeleton.) The first team to complete its skeleton wins.

L03005 Identify a computer and computer program (disc and/or cassette).

Activities:

1. Have each student find a computer advertisement in magazines. Have them tell the class what the uses are for that computer.

2. Make a "Computer Crazy" poster or bulletin board with pictures of computers that students bring.

3. Activity L03004, #3.

4. Have students draw a computer or write a creative story about computers.

L03006 Recognize that magazines and newspapers provide current information.

Activities:

1. Have students write a class magazine or newspaper documenting current events at the school.

2. Each student or a group of students presents skits or commercials to promote the use of a magazine or newspaper.

3. Have students bring headlines from newspapers and make a collage of the month's events.

4. Have students bring covers of magazines and make a bulletin board about magazines.

5. Underline items in red on several newspaper articles and place them in a folder entitled "A Nose for News." Print on the folder different terms such as headline, caption, byline, etc. and include the definitions. Students match the term with the underlined item.

L03007 Define (Identify the definition of) the term "card catalog" as an index to materials in the library.

Activities:

1. Students compare indexes in books and merchandise catalogs with the card catalog. They list the similarities and differences.

2. Have students create a student index. Photographs of students and their addresses are included on 3" x 5" cards and then arranged alphabetically by the students' names.

L03008 Recognize that the card catalog is arranged in alphabetical order.

Activities:

1. Have students find the drawer where their own last name might be listed.

2. Have each student think of an animal. Play a game of charades and have other students guess what animal is being pantomimed. The student then goes to the card catalog drawer where the animal would be listed.

L03009 Identify the location of the title page and the table of contents in a book.

Activities:

1. Activity L04004, #3.

2. Use discarded books and tear them apart. Mix up the parts of the book and have the students put the parts in order.

L.03010 Use the title page of a book to identify the author, title and illustrator.

Activities:

1. On an overhead projector project a title page and have students individually circle the author, underline the title, etc.

2. As the instructor points to the title, author, or illustrator on a title page that is projected on an overhead projector, students respond with agreed upon signals such as left foot raised, etc.

3. Students make their own title pages for imaginary books or books that they wrote.

L.03011 Use the table of contents in a book to find a specific chapter.

Activities:

1. Have students make a table of contents for a book that does not have one.

2. Activity L04004, #4.

L.03012 Recognize the purposes of a dictionary.

Activities:

1. Have students create a dictionary of library related words or other subject area related words.

2. Activity L04005, #5.

L.03013 Recognize that words in the dictionary are arranged alphabetically.

Activities:

1. Have students think of ten words having to do with monsters such as "fang," "ghoul," etc. Students put the words in the order that they would be found in the dictionary.

2. Activity L03012, #1.

3. Activity L03001, #2.

4. Activity L03001, #4.

L.03014 Use a map to recognize continents and oceans.

Activities:

1. Have students sing a familiar song about a country or ocean (or play the song on the record player). Students then locate that country on a map.

2. Give students handouts of maps without the countries' names. Instead of students labeling each country with its name, have them draw an object that represents that country, e.g., draw a wooden shoe for the Netherlands.

3. Have students plan a trip around the world and list the countries they would travel through.

4. Have a student describe the location of continent or ocean and other students must guess the country or ocean and find it on a map.

5. Map Baseball—A map hung on the wall is homebase and first, second, and third bases are identified around the room. Team A goes to bat and the first team member is given a question, e.g., "Locate St. Louis." If the student succeeds within ten seconds, he/she goes to first base. If not, he/she is called out and the next player is up to bat. Team A remains at bat, advancing a base for each correct answer until three players are called out. The team with the highest score at the end of the game is the winner.

L.03015 Use a globe to recognize continents and oceans.

Activities:

1. Activity L04021, #1.

2. Activity L04021, #2.

3. Activity L04021, #4.

4. Students make globes out of papier-mache and paint continents and oceans on the globe.

5. Using several fiction books, students plot the locations of book settings on a globe. Include books that take place in bodies of water, e.g., THE CAY, MOBY DICK.

ESSENTIAL SKILLS
LIBRARY/RESEARCH/REFERENCE

GRADE 4

The student will:

I.04001 Define (Identify the definition of) the word "biography" as a book about a person's life.

Activities:

1. Have students develop a front page of a newspaper recording events that happened at the time of a person's life in a biography.

2. Students prepare a timeline showing dates of the events that happened in the biography.

3. The class prepares a biographical slide presentation of a famous local citizen.

4. Students write a biography of a classmate and all the biographies are compiled into a collective class biography. Pictures of the students could be included if available.

5. Students prepare a diary or journal written in the first person which expresses personal feelings the biographee might have felt about events that took place in a biography.

6. Students dress as the biographee or make a puppet and present to the class an interesting event from the biography.

I.04002 Recognize that biographies are arranged alphabetically according to the biographee's last name.

Activities:

1. Have students pretend to be a famous person and arrange themselves in alphabetical order by their last name.

2. Have students create a biographical dictionary of teachers and school staff.

3. Students participate in a scavenger hunt to find the most books, filmstrips, record, etc. about a famous person.

4. Prepare large cards labeled "Artist," "Actor," "Author," and "Explorer."

Make smaller cards with a person's name and picture. Students place large cards on a table and place person cards under the correct category in alphabetical order.

5. Students work in partners. Distribute laminated pictures of persons labeled with their names and the names of biographies in the library. Students find the books on the shelf and briefly tell the class why the biographees are famous.

L04003 Place words in correct alphabetical order by the third letter.

Activities:

1. Make packs of 3" x 5" word cards. Each player has a pack of cards. On signal, players arrange their words in alphabetical order. The first to finish receives five points, the second to finish scores four points, etc. Have several rounds with students passing the card pack to the person on their right. Each player tallies his/her own final score.

2. Have students decipher a secret message. The words in a sentence are scrambled but students can decipher the message by alphabetizing the words. When constructing sentences select several words beginning with the same first three letters.

3. Students select a letter of the alphabet and think of a tongue twister beginning with that letter such as "Shelly sells seashells down by the seashore." Students try to say the tongue twister and then put the words in alphabetical order.

L04004 Recognize the purpose and location of a glossary in a book.

Activities:

1. Write a mini-glossary for a library book without a glossary.

2. Make a crossword puzzle using words from a glossary. Students then use the glossary to find the answers to the puzzle.

3. Students make a "book sandwich" out of construction paper with front and back covers (bread) and title page, table of contents, text, and glossary (meat). Students arrange the "sandwich" in the correct order.

4. Make a book bingo game. Bingo cards have parts of books typed in each space. To play the game, read the definition of a book part and mark the answer on the master sheet. Players cover the appropriate space on their bingo cards. When a player has covered four spaces in a row in any direction, he wins.

L.04005 Identify dictionaries, encyclopedias, and atlases as reference books.

Activities:

1. Post a question of the week or day that can be answered using books in the library's reference section. Students write the answer and the name and page number of the resource where the answer is found and deposits it in an answer box. The students who find the correct answer receive a prize or the names of winning students are posted.

2. Students make an advertisement for an atlas, encyclopedia or dictionary on a transparency or on paper and include the book's advantages or uses.

3. Pull books from all sections of the library, mix them up and divide them into as many groups as there are teams of 3 to 5 students. Label tables or boxes with "fiction," "nonfiction" and "reference." Have a relay race. A student from each team takes one book to the correct table. The team who finishes first wins.

4. Divide open floor space into four large spaces with masking tape. Label each space with "dictionary," "atlas," "encyclopedia" and "almanac." Ask questions about which book to use to find specific information and the student moves to that space on the floor.

5. Make a gameboard with the spaces labeled "dictionary," "encyclopedia," "atlas," etc. Make cards with various topics printed on them. A student draws a card and moves to the space labeled with the reference book where the topic would be found. The first student to finish wins.

6. Make an interest center called "Dunkin' Doughnuts." Cut doughnut shapes out of poster board and write information from encyclopedias, dictionaries, or atlases on each doughnut. Label three plastic mugs with each type of reference book. Students put doughnuts in the correct mug and check answers on the back of the doughnuts when they are finished with the activity.

L.04006 Recognize the purposes of an encyclopedia.

Activities:

1. Make a gameboard on a large sheet of poster board and cut playing pieces in the shape of balloons. On cards write topics that would be found in an encyclopedia and some topics that would not. Each player chooses a card. If the information can be found in an encyclopedia, the player moves a balloon one space along the gameboard. Answers are written on the back of the cards.

2. Give each student a cutout of a sailboat, hot-air balloon or blimp and have them research that mode of transportation using the encyclopedia. The student then writes on the cutout a short summary paragraph or a poem using the facts found in the encyclopedia. Display the work on the bulletin board.

L.04007 Recognize that information is arranged alphabetically in an encyclopedia.

Activities:

1. Students brainstorm topics that are found in an encyclopedia. Divide the class into two or more teams to play "war" with the topics. Mix up the topics printed on cards and put face down. A player from each team picks up a topic. The team with a topic closer to the end of the alphabet keeps the card and the team with the most cards at the end of the game wins.

2. Draw a pattern of a familiar object such as a rocket on poster board and print topics in alphabetical order about space exploration that would be found in the encyclopedia. Cut the rocket into puzzle pieces. Students put topics in alphabetical order to reassemble the rocket.

3. Give each student a card with a picture and name of an animal on it. Have each student select the correct volume of the encyclopedia and find the entry.

4. Students make mini-encyclopedia volumes with pictures that they bring. Topics are alphabetized and students write short entries to accompany pictures if desired.

L.04008 Identify the correct volume of an encyclopedia to find a specific topic.

Activities:

1. Make a bulletin board activity called "Track It Down." Students select several questions listed on the board and decide what the key word is and which volume of the encyclopedia to use. Those students completing the activity receive an Encyclopedia Brown award or badge.

2. Students role play as travel agents and must "sell" other students on a particular place using information found in an encyclopedia.

3. Divide the class into two teams. Write encyclopedia topics on a transparency. Place two sets of encyclopedias at the front of the room and have a relay race to see which team identifies the correct volume first.

L.04009 Use a person's last name to locate him/her in the card catalog and encyclopedia.

Activities:

1. Have students look up their own last names or a friend's in the card catalog or encyclopedia and write down up to five names that are the same or closest to their name.

2. Make up a puzzle using authors' names and book titles. Omit words from the titles and have students look up the author card to fill in the missing words.

   Examples: _____ OF THE WIND by Marguerite Henry or
   JOHNNY _____ by Esther Forbes.

3. Use biography book jackets and have students look up the biographee in the card catalog or encyclopedia.

4. Have students look up a favorite author in the card catalog and list five books the author has written.

L.04010 Determine whether a book is fiction or nonfiction by its call number.

Activities:

1. Make cardboard or poster board book spines of both fiction and nonfiction books. Have students put the spines in the correct stack of fiction or nonfiction according to the call number on the spine.

2. Make cubes out of cardboard. Label three sides of the cube with nonfiction call numbers and the other three sides with fiction call numbers. Put the cubes in a container and let a student shake the cubes out onto a table. Students decide whether the call number is fiction or nonfiction.

3. Label two boxes "Fiction" and "Nonfiction". Print fiction and nonfiction titles on several small cards. Students take the cards, find the book titles in the card catalog, and look at the call number to decide whether the book is fiction or nonfiction. Cards are placed in the appropriate boxes.

4. Paste pictures of fiction and nonfiction books from publishers' catalogs on poster board cards and laminate. Students take the cards to the card catalog and look up the call number. Students write the call number on the card with a grease pencil and tell the class if the book is fiction or nonfiction.

5. When students return their books, have them put the books into piles of fiction and nonfiction books.

6. Have each student write fiction on one side of a card and nonfiction on

the other side of the card. Show books to the class along with the books' call numbers. Hold up each book and at a given signal students hold up the correct side of the card.

L04011 Recognize the call number on a catalog card entry.

Activities:

1. Make a deck of cards using discarded catalog cards and for every card have at least two other cards with the same call number. Students must collect pairs of cards with the same catalog card number by discarding cards and drawing others. The student with the most pairs wins.

2. Write book titles on colored construction paper in the shape of fish. Put paper clips on fish and place in a fishbowl. Students "fish" using a stick with yarn attached to it and a magnet tied to the end of the yarn. Students find the call number in the card catalog for the book title they have caught.

3. Students play call number baseball. Divide the class into two teams. One student from the team at bat makes runs by finding the call number in the card catalog for a book before a timer rings. If the timer rings before the call number is found, it is an out. When a team has three outs, the other team is at bat. If the correct call number is found, the student goes to the next base. Keep score on an overhead projector.

L04012 Locate a book on the shelf after finding its call number in the card catalog.

Activities:

1. Hide five paper eggs at Easter time (or other seasonal symbols at other times) for a treasure hunt. Divide the class into small groups and give each group an egg that has a book title and author on it. Students look up the book in the card catalog and find a second egg in the book when it is located on the shelf. The second egg has a call number and book title on it which they must locate to find the third egg, etc. The first group to find the five eggs wins.

2. Divide into two teams and have each student on the teams use the card catalog to find a book on the shelf. The team to finish first wins.

L04013 Recognize the title on a catalog card entry.

Activities:

1. Give each child or small group a laminated catalog card and felt tip

markers. Have students underline the title in red, circle the author with yellow, and put a green star next to the copyright date, etc.

2. Have students compare a catalog card to the book and list the items that are found on both.

3. Make a 14" poster board wheel divided into 16 even sections. Each section contains a title of a book. Put the corresponding author names on 16 clip clothespins. Students look up the title in the card catalog to determine which author goes with which title and then clip the author clothespin to the proper title.

4. Make several transparencies which show several title cards. Show one card at a time and have each student underline the title on the transparency.

5. Make sample catalog cards of books in the library or use extra cards and white out the title. Students look up the book using the author's name and fill in the missing title.

L04014 Recognize that the words **a**, **an**, **the** at the beginning of a title are ignored when using a card catalog.

Activities:

1. Distribute a handout which lists titles of books, some of which begin with the words "a", "an" and "the" and others that do not. Have students underline the word they would look up in the card catalog to find each title.

2. Divide students into groups. Call out a title to each group. If a member of that group identifies the word to look under, that group gets a point. The group with the most points at the end of the game wins.

L04015 Recognize the name of the author on a catalog card entry.

Activities:

1. Have different colors represent different catalog card parts. (Author-red, title-blue, etc.). Project a catalog card on the overhead projector. Give each child a different color of construction paper. Students that have the color representive of the part that is pointed to, hold that color up. Have students exchange colors periodically.

2. Make catalog cards that have the authors' names deleted and give to students. Students fill in the authors' names after looking up the title in the card catalog.

3. Divide students into four groups. Pass out catalog cards to groups. A scrambled author's name is projected on an overhead projector. Whichever group has the card with that author, gets a point.

4. On a 12" x 16" piece of poster board make a gameboard with each space marked with an "A," "S" or "T" for author, subject and title. Use old catalog cards and underline an item on it. Students decide whether an author, title, or subject is underlined and advances his marker to the appropriate space on the gameboard. Answers are on the back of the catalog cards. If a student gives an incorrect answer, the marker is not advanced. The first player to finish wins.

L.04016 Use guide words in a dictionary to locate words.

Activities:

1. Label three parts of the room with guide words. Give each student a card on which is written a word that is found between one set of the guide words. Students decide where their words fit and go to the guide word location. Students then arrange themselves in alphabetical order.

2. Pack a Picnic—Put two guide words on a picnic basket at the front of the room. Give each student a picture of a food item labeled with its name. Students bring their item to the basket and decides whether it belongs between the guide words and thus in the basket.

3. Provide the same dictionary edition for each student. Students "race" to find the page in their dictionary that a given word would be located on. When the students find the page, they stand.

4. Tack enlargements of three or four sets of guide words across the top of a bulletin board. Provide each team of students with a stack of words. Teams have a relay race to see which can pin their words under the correct guide words first.

5. Make five game cards with 6 to 10 circles drawn on them. Print guide words on each circle. Make 30-50 colored circles with one word on each. The circles are mixed up and placed in a pile in the middle of the table. Taking turns, the students draw one and if it will fit on their game card, they put it on the correct guide words. If it does not, they put it on the bottom of the pile. The first player to fill a game card wins.

L.04017 Use a dictionary to determine the definition of a word.

Activities:

1. Santa Song Scramble—Students try to figure out crazy Christmas carol titles by looking up unfamiliar words in the dictionary. Example: The Caribou with the Vermilion Proboscis (Rudolph the Red-Nosed Reindeer) or Coruscating Carillon (Silver Bells).

2. "What's in the Box" activity—Gift wrap a box. In it place cards on which are printed unfamiliar nouns which are suitable as gifts. Let students open the box and choose a "gift." Students look up their "gift" in the dictionary.

3. Make a bulletin board of words and their definitions. Entitle it "Monstrous Words" and use monster words or make a Halloween bulletin board entitled "Spirited Words." An animal bulletin board could be entitled "Beastly Words." Include words without definitions that students can look up.

4. Have students read an article in the newspaper and circle ten words that they do not know the meaning of. Students then arrange the words in alphabetical order and look up the words in the dictionary to find the definitions. Students reread the article after finding the definitions.

5. A group of three students define several unfamiliar words. Two of the students make up definitions and one finds the correct dictionary definition. The group presents the three definitions of each word to the class. The class guesses which definition is correct and then looks up the word in the dictionary.

6. Have a "Word of the Week (or Day) Challenge." Students must look up the word in a dictionary and use it in a sentence.

L.04018 Use a dictionary to determine the correct spelling of a word.

Activities:

1. Label two boxes CORRECT SPELLING and WRONG SPELLING. Write misspelled words and correctly spelled words on poster board cards. Give a card and a dictionary to each student. Students use the dictionary to determine if the words are correctly spelled and place the cards in the appropriate boxes.

2. Give students lists of words spelled incorrectly the way they sound, e.g., "strech" (stretch), "woch" (walk), "ouns" (ounce). Have students use dictionaries to find the correct spellings.

3. Tape record several unfamiliar words and have students listen to the words and write them down. Students then use the dictionary to check their spellings.

4. Divide the class into two teams and hold a spelling bee contest. Students get two points for spelling a word correctly. If the student spells the word incorrectly, he/she looks it up in the dictionary and receives a point if it is found.

L04019 Use a dictionary to determine the capitalization of a word.

Activities:

1. Label boxes CAPITALIZED and NOT CAPITALIZED. Make several cards with words typed in all capital letters, some which should be capitalized and some that should not. Students use the dictionary to determine in which box to put the cards.

2. Have students look up a word projected on an overhead projector. If they find the word should be capitalized, they stand on tiptoes. If not, they stand flat-footed.

3. Give students a paragraph from a popular children's book with incorrect capitalization in it. Have them correct the paragraph and check their answers in the dictionary.

L04020 Use a map to differentiate among cities, states, and countries.

Activities:

1. Have the class embroider an outline of the U.S. with Kentucky's outline embroidered in its location. The students may take turns doing the stitching. Other states can also be sewn in or other countries embroidered.

2. Display a map of the U.S. or the world so the whole class may see it and have students draw the map freehand and place the capitals in each state or country. (The quality of artwork is not important.)

3. Have students paint a large outline map of the U.S. or world on the playground blacktop. Students mark the states, countries or cities in chalk or paint. This can be used as a gameboard in relays, etc. For example, students take turns racing to a specified state's location.

4. Students play a guessing game to determine the location of a city. Each student thinks of a place and gives answers to other students' questions such as "Which hemisphere is the city in?", "Which country is the city in?", "What kind of climate does it have?", etc. When students guess which city it is, they must point to it on a map.

5. Have students watch the KET program "Finding Our Way" (Program #9—Reading Maps). Check the KET schedule book for broadcast times.

1.04021 Use a globe to locate places.

Activities:

1. Give each group of 4-5 students a globe to use. Each group selects a letter in the alphabet and lists the names of physical and political features that begin with that letter. For example, the letter "A" could include Africa, Amazon River and Atlas Mountains. The group with the longest correct list at the end of the time limit is the winner.

2. "Where in the World Riddles." Have students compose poetic riddles that describe a place such as "North of the equator, but warm all year through. On the Caribbean Sea and the Pacific Ocean too. My capital, San Jose, is one more hint for you." Students guess where the place is and locate it on the globe.

3. Have students play a game of charades with the names of books, movies or TV programs that have the names of cities, states or countries in the title. Have them locate the places on the globe.

4. Have students listen to music from different countries and guess which country it is from. Students point out the country on the globe.

5. Have students bring in souvenirs from other countries and place them in a "grab bag". Each student draws a souvenir from the grab bag and locates the country where it is from on the globe.

6. Have students watch the KET program "Finding Our Way" (Program #9—Using the Globe). Check the KET schedule book for broadcast times.

1.04022 Recognize map features (e.g., rivers, mountains) by using a simple legend or key.

Activities:

1. Students make a map of the setting of a book that they have read such as LITLE HOUSE ON THE PRAIRIE or a fantasy book. (It could also be a book that was read to the class.) Have students make a key for the map. Photocopy class maps and have students guess which books the maps are based on.

2. Have students draw a simple map of their school or neighborhood. (The use of graph paper will simplify the procedure). Have them make a legend to go with this map. Include the symbols, colors, key, etc.

3. Have students create a fantasy map. Students name the country, states, and cities after themselves and their friends or select other creative

names. Students make a key and add rivers, mountains, etc.

4. Distribute a road map to students or use a dittoed map. Have students plan routes to use in traveling from their hometown to other locations in the state such as Mammoth Cave, etc.

5. Have students watch the KET program "Finding Our Way" (Program #10—Reading Maps). Check the KET schedule book for broadcast times.

ESSENTIAL SKILLS
LIBRARY/RESEARCH/REFERENCE

GRADE 5

The student will:

L05001 Use the title page to identify the publisher and copyright date.

Activities:

1. Laminate title pages from discarded books and use in a learning center. Have students use different colored markers to underline the publisher and copyright date.

2. Have students check the copyright date for up-to-date science sources of information on a subject that they are studying in class.

3. Have students write to the publisher of their favorite book for information on new publications on a specific topic or for a bibliography of other books by the author. (Send SASE.)

4. Have students make a title page for which they are the author. They also create a title, a publisher, and copyright date.

L05002 Identify the purpose and arrangement of an index.

Activities:

1. Have students create an index for a nonfiction book that does not have one. Tape it inside the book.

2. Have students brainstorm a list of subtopics that could be included in a book on a popular topic such as robots, break dancing, etc. Transfer the list to sentence strips and organize the list as it would appear in an index.

3. Copy a sample index page. Cut the page into a jigsaw puzzle. After putting the puzzle together, students answer questions pertaining to the index.

4. Draw a castle or rocket (or paste a picture of one) on poster board. On the opposite side list index entries. Cut the drawing into parts. Have students place the index entries in alphabetical order to form the picture.

L05003 Use an index of a book to find a topic.

Activities:

1. Scavenger Hunt. Put three of four books about the same country (or another topic) on each table for four students to use. Give each group a list of ten questions on that country. Students work together and write down the title of the book which contains the information and the page number from the index.

2. Have students pick a word from an index and look it up in the text. (The choice of words could tie into a specific topic the class is currently studying.) Students make two trivia questions using the information that is found. Questions can be compiled into a class trivia game.

3. Have students look up a word in an index on a specific topic, e.g., rockets, and compile the information that is found in another format such as a filmstrip.

L05004 Use guide words in an encyclopedia to locate articles.

Activities:

1. Divide the class into two teams and place a set of encyclopedias at the front of the room. Print encyclopedia topics on cards. Students have a relay race and must look up topics in the encyclopedias and write the guide words on the chalkboard.

2. Activity L04016, #1.

3. Activity L04016, #2.

4. Activity L04016, #4.

5. Activity L04016, #5.

L05005 Use the encyclopedia index to find information in encyclopedias.

Activities:

1. Place an encyclopedia index in a learning center. Have students look up the first topic (e.g., Indians) and write down the page number. Look up the next subject (e.g., Hopi Indians) and subtract the page number from the last past number. Students continue to follow math instructions and their final answer should match the correct one.

2. Activity L05003, #2.

3. Activity L05003, #4.

L.05006 Distinguish between the author, title and subject on catalog card entries.

Activities:

1. Beat the Clock. Students compete to see who can be the first to separate a pile of catalog cards into three piles of subject, author and title cards. The winning time is posted and students challenge the champion. This could be a class activity or an individual activity in an interest center.

2. Have students create their own catalog card sets. Students pattern their cards after an example projected on an overhead projector. Students create card information i.e., WHY ARE MARTIANS GREEN? by (student's name) and published by Outerspace Press, c. 2010.

3. Give out three author catalog cards to each student and have students change one card into a subject card and one into a title card. Or project one card on an overhead projector and have students use a grease pencil to change it into a subject or title card.

4. Modify the card game GO FISH. Use seventeen sets of discarded catalog cards. After dealing six cards to each student, the first player may ask the person next to him for an author, subject or title card. If the player does not have it, a card is drawn from the pile. When a three-card set is acquired, the player gets an extra turn. The person with the most sets wins. This is for two to six players.

5. Have students make a set of catalog cards for a favorite book without looking in the card catalog. Display examples of cards for students.

6. Cut out three airplane hangers from poster board and label one SUBJECT; the second, TITLE; and the third, AUTHOR. Place on a bulletin board or in an interest center. Staple different types of catalog cards on cutouts of airplanes and store in an envelope mounted on the board. Students fasten airplanes on the runways of hangers with the correct label.

7. Modify the card game CONCENTRATION. Use several sets of discarded catalog cards. Shuffle the cards and lay each card face down. Students turn over three cards at a time and try to find a matching set of three cards. If the player is unsuccessful, the cards are turned face down and the next player tries to remember where three matching cards are located.

L.05007 Recognize that nonfiction books are arranged according to subject using a decimal numbering system.

Activities:

1. Dewey Bingo game. Make bingo cards with six 2-inch circles drawn on them. Write six Dewey numbers in the six circles. Cut out circles and print a Dewey subject heading on each. Each player takes a bingo card and the circles are placed in a stack face down in front of the players. The first player takes a circle to see if it matches one of the numbers on the bingo card. If it matches, the player keeps the circle and places it on top of the right number. If not, it is put back on the bottom of the stack and the next player takes a turn. The first player to fill a card is the winner. Display a Dewey Decimal chart so that students may refer to it.

2. Display a chart of the ten main Dewey classes. Divide the class into teams of three or four students. Each team chooses one of the ten categories. Every team member takes a turn to name a subject within their chosen category. The team that names the most correct subjects in the time allotted is the winner.

3. Prepare or have students prepare a cassette and a coded guide sheet which students may use to tour the library media center's nonfiction collection. The student stops at each of the ten Dewey number sections and the cassette provides an explanation of the category and the interesting subjects included in the category.

4. Make cutouts of ice cream cones and ice cream scoops. Put slits in the cones and tabs on the bottom of the scoops so that they may be put together. Write a different Dewey number on each of the cones and a matching subject on each of the scoops. Students match the scoops with the right cones. Place answers on the back of the cones so that students can check their answers. (A variety of other cutouts may be used instead, such as hot dogs and buns, birds and nests, etc.) Display a Dewey Decimal chart that students may refer to.

5. Place the ten Dewey classification numbers on a bulletin board or in an interest center and display a Dewey Decimal chart. Laminate magazine pictures or make cutouts of a variety of objects. Students place the picture under the correct classification number. The correct Dewey number is on the back of the picture for self-checking.

6. Prepare a crossword puzzle and put Dewey numbers in place of the usual definitions. Students fill in the crossword puzzle with the corresponding subjects. A "word find" with subjects as the hidden words and Dewey numbers as the clues could also be prepared. Provide students with a Dewey Decimal chart to refer to.

7. Dewey Number Hearts card game. Make cards out of poster board. Write Dewey numbers and paste pictures of objects that match the Dewey numbers on 44 cards. Make sure there are at least four sets of

numbers for each Dewey classification and four "free" cards. Each student is dealt four cards and the rest are placed in the center. Each player discards one card when a new card is picked from the stack. The object of the game is to get a set of four cards from the same Dewey number classification. The "free" card may be used as a substitute for any number needed to make a set.

L.05008 Use a dictionary to determine the pronunciation and syllabication of a word.

Activities:

1. Students make flashcards of unfamiliar words with pictures of each word if possible. Have other students try to pronounce the words and divide them into syllables. Use the dictionary to check answers.

2. Make up tongue twisters of difficult words. Have students look up the words and then try to say the tongue twisters as quickly as possible.

3. Have each student look up an unfamiliar word and record the correct pronunciation on a cassette recorder. Play the tape for the class.

4. Have a contest to find the longest word and/or the word that has the most syllables. The winner wins a dictionary.

5. Students select five difficult words out of a book they are reading for enjoyment and look up the pronunciation and syllabication of the words.

L.05009 Identify major lines and circles (Equator, Arctic and Antarctic Circles, Tropics, and Prime Meridian) on a map or globe.

Activities:

1. Have students make their own papier-mache or clay globes. Paint land and water on papier-mache globes and draw with waterproof fine tip markers the major lines and circles. Use yarn for clay globes.

2. Laminate pictures of places and label their location. Students locate these places on maps and tell whether it is north or south of the equator, etc.

3. Have students work in pairs. Each student picks a place and gives location clues to the other student, e.g., "north of the equator" and "west of the Prime Meridian" until the student guesses correctly.

4. Have students watch the KET series "Finding Our Way" (Program #3, "East-West Lines" and Program #4, "North-South Lines"). Check the KET schedule book for broadcast times.

L05010 Recognize lines of longitude and latitude on a map or globe.

Activities:

1. During the tropical storm season obtain a hurricane map from the local newspaper or radio station. Have students listen to the weather report and track the storm using latitude and longitude.

2. Laminate pictures of places and label the location with latitude and longitude coordinates. Students locate these places on the map and tell where it is.

3. Have students watch the KET series "Finding Our Way" (Program #3, "East-West Lines" and Program #4, North-South Lines). Check the KET schedule book for broadcast times.

ESSENTIAL SKILLS
LIBRARY/RESEARCH/REFERENCE

GRADE 6

The student will:

L06001 Locate the publisher, copyright date and illustrator on a catalog card entry.

Activities:

1. Activity L05006, #2.
2. Activity L05006, #4.
3. Name That Blue game. Mark through an item on a catalog card, e.g., the publisher, with a light blue magic marker and have students guess what it is. This could be an individual or group competition activity. Place answers on the back of the cards.
4. Divide the class into two teams for a relay race. Use two overhead projectors to project two catalog cards. Have a student from each team circle the author, underline the publisher, etc. and then project new cards for the next student.

L06002 Define the purpose of a copyright

Activities:

1. Hold a contest to find the book with the oldest copyright date in the library.
2. Have students find examples in magazines, newspapers, etc. of copyright infringements for music compositions, books, etc.
3. Have students compare copyrights to patents. Students research patents on inventions.

L06003 Use alphabetical outside and inside drawer guides in a card catalog to find a subject, author, and title of a book.

Activities:

1. Make cutouts of basketballs with basketball-related words printed on them such as "dribble," "dunk," "foul," etc. Arrange several "basket" containers at the front of the room and write guide words on the front of each container. Divide the class into two teams. A student from each

team puts a basketball in the correct basket. Teams receive two points for each correct basket.

2. Activity L04016, #1.

3. Activity L04016, #4.

L06004 Determine the number sequence of nonfiction books to the second decimal place by using the Dewey Decimal System.

Activities:

1. Put Dewey Decimal numbers on a dot-to-dot picture and have students connect the dots.

2. Make a Crazy Dewey card game patterned after Crazy Eights card game. Make cards with Dewey numbers (to the second place) and a picture representing the number. Each student is dealt 8 cards. A card is turned over from the deck and the first player lays a card from his/her hand on top that is next in sequence either up or down but within the same major category, e.g., 300's. If the student does not have a card from the 300's he/she must draw until he gets one. The 000's cards may be used as a free card in place of a number. The player who gets rid of all the cards first is the winner.

3. Make an interest center called "In a Pickle." Cut pickle shapes out of green poster board and write Dewey Decimal numbers with two decimal places on each pickle. (Store pickles in a pickle jar.) Students put the pickles in numerical order and check answers on the back of the pickles when they are finished with the activity.

L06005 Use a dictionary to determine a word's part of speech.

Activity:

1. Each student creates a nonsense word and makes a dictionary entry for it which includes its part of speech, pronunciation, syllabication and definition. All words are alphabetized and included in a class mini-dictionary.

L06006 Use an atlas index and coordinates to locate a city on a map.

Activities:

1. Have students create their own map of a fantasy place which includes specific points of interest. Students assign grid coordinates and then index the points of interest.

2. Divide the class into two teams. Place two atlases at the front of the class. One team member from each team uses an atlas index to find an assigned city or country. Teams receive points for correct answers.

3. Ask students to brainstorm ways to classify areas of the earth, such as by country, elevation, temperature, rainfall, etc. Have them make their own atlas based on these classifications.

4. Have students watch the KET series "Finding Our Way" (Program #12, "Atlases Work Wonders") Check the KET schedule book for broadcast times.

L06007 Differentiate between a political and a physical map.

Activities:

1. Give a political and physical map of the same area to small groups of students and have them list features found on one map but not the other.

2. Create a physical map out of clay or sawdust.

3. Have students watch the KET series "Finding Our Way" (Program #11, "Maps For Every Purpose"). Check the KET schedule book for broadcast times.

ESSENTIAL SKILLS
LIBRARY/RESEARCH/REFERENCE

GRADE 7

The student will:

L07001 Identify types of research sources (e.g., books, audiovisual materials, magazines, vertical files, and interviews).

Activities:

1. Have students find one trivia question from each source such as a book, pamphlet, etc. and list their source as well as the answer. Compile the questions into a class trivia game.

2. Have students watch the KET series "Thinkabout" (Program #1—"Why Bother," Program #17—"Where Should I Go" and Program #28—"Search for the Unknown"). Check the KET schedule book for broadcast times.

L07002 Use cross references ("see" and "see also") in an encyclopedia to find information.

Activities:

1. Develop a learning center using postage stamps. Mount each commemorative postage stamp on a 3" x 5" card. Students must decide what the major theme of the stamp is such as space technology, animals, etc. and brainstorm other terms that might be used when researching the topic. Students then look up the topics in an encyclopedia (or card catalog). Students record cross references that they find.

2. Activity L07003, #1.

L07003 Use cross references ("see" and "see also") in the card catalog.

Activities:

1. Students make a list of five "see" and "see also" entries from the card catalog.

2. Activity L07002, #1.

L07004 Use a map of temperatures, vegetation, rainfall, or other specialized subject to obtain information.

Activities:

1. Students make a geographical trivia game using information derived from specialized maps.

2. Have students watch the KET series "Finding Our Way" (Program #11—"Maps for Every Purpose"). Check the KET schedule book for broadcast times.

L.07005 Measure distances (Use a distance scale) on a map.

Activities:

1. Cut a Kentucky map into 3" x 5" pieces and laminate. Give each student one piece of the map and project the key on an overhead projector. Students answer distance questions using their map sections.

2. Have students measure their classroom, home, etc. and make a scale measure for it.

3. Laminate a large world map. Prepare a box of trip cards. Each card lists a departure and destination point. Students draw a card and plan a trip between the two places. Students draw a route on the map with a grease pencil and record information which includes distance in miles/kilometers, location of two points by latitude and longitude, means of travel, etc.

4. Have students determine the distance that a rock star who is currently touring the U.S. will travel before the end of his/her tour.

5. Have students use a Kentucky road map to measure the distance from their hometown to a relative's town, a UK basketball game, etc.

6. Have students watch the KET series "Thinkabout" (Program #12—"But, What Does It Mean"). Check the KET schedule book for broadcast times.

L.07006 Use charts and graphs to obtain information.

Activities:

1. Have groups of students find out the number of students that have been in each grade level at the school over the past five years (or some other information about the school). Students then work together to develop a chart using the information that was gathered. Share the information with other classes to give practice in reading charts.

2. Have students make a graph of the amount of time they spend each week at school, pastimes, eating, sleeping, etc.

3. Have students watch the KET series "Thinkabout" (Program #18—"What Should I Do?" and Program #41—"Summarizing"). Check the KET schedule book for broadcast times.

4. Make a chart of basketball scoring champions and place it in a learning center. Have students contribute information from an almanac. Entitle the center "Slam Dunk" and include pictures of basketball players. Have students answer questions using the chart such as "Which player scored the most points in a year?"

ESSENTIAL SKILLS
LIBRARY/RESEARCH/REFERENCE

GRADE 8

The student will:

L08001 Identify indexes, handbooks, almanacs, and specialized dictionaries as reference books.

Activity:

1. Sponsor a contest for students to find the most fascinating fact in a library reference book such as an almanac, specialized dictionary, etc. Students must list their source on the contest entry. All students vote for the fact that they feel is most fascinating. Make a bulletin board of the fascinating facts.

L08002 Take notes from reference sources.

Activities:

1. Plan with a subject area teacher for students to take notes from a textbook chapter. Have students compare their notes using criteria such as length, conciseness, completeness, etc.

2. Project a paragraph from an encyclopedia or other reference source on an overhead projector and have students read it silently to themselves. Turn the projector off and have students write down the major points of the paragraph.

L08003 Recognize the types of information that are found in almanacs (e.g., statistical information, historical documents, maps, astronomical information).

Activities:

1. Divide the class into four groups of students. Have students think of three items of information that might not be found in an almanac. Then give each group an almanac and have them check another group's list.

2. Have each student write three trivia questions using the almanac. Compile all the questions on a worksheet for the class to research in the almanac during the next class period.

3. Make a large calendar of the current month for the bulletin board. Have

each student select a date and look up in an almanac an event that happened on that date. Record the events on the calendar.

4. Plan with a content area teacher other than the English teacher and develop a mini-assignment that would relate to what the class is currently studying and that would require the use of an almanac.

ESSENTIAL SKILLS
LIBRARY/RESEARCH/REFERENCE

GRADE 9

The student will:

L.09001 Define (Identify the definition of) the word "periodicals" as publications published at regular periods such as magazines and newspapers.

Activities:

1. Have students play a game of charades using periodical and newspaper titles.

2. Have students make a list of their favorite magazines and newspapers. List how often an issue is received each month and other information about the periodicals.

3. Have students develop written or audiovisual advertisements for a variety of magazines and newspapers.

L.09002 Define (Identify the definition of) the word "bibliography" as a list of writings relating to a particular subject or author.

Activities:

1. Have students make a bibliography of their "top ten" book or record favorites. Books or records that are picked most often by the students are compiled into a class "top ten" bibliography and displayed on the bulletin board.

2. Give a booktalk on new books and have students write down bibliographic information about each book as it is reviewed. Display a sample bibliographic entry that students can follow. After the booktalk, students compile a bibliography of the new books.

3. Have students select topics and make a bibliography which contains a reference book, an audiovisual source, a magazine, etc.

4. Have students use a bibliography in the back of any book in the library and check to see if the library has any of the materials.

L.09003 Identify items (author, title, place of publication, publisher, copy-right date, pages) that are included in a bibliographic entry.

Activities:

1. Activity L09002, #1.

2. Activity L09002, #2.

3. Activity L09002, #3.

4. Have students make a bibliography of book and magazine authors who have the same last name as theirs.

L09004 Recognize that specialized dictionaries and encyclopedias focus on a narrower range of subject matter and include more specific detail than do general reference sources.

Activities:

1. Ask students to make up eight trivia questions on a topic using general sources and specialized sources. Students keep a record of the reference sources that are used. All the questions are compiled into a "Jeopardy" worksheet for the whole class. Correct answers to general questions are worth 50 points each and specific questions are worth 100 points each.

2. Activity L12001, #4.

3. Activity L12002, #3.

L09005 Define (Identify the definition of) the word "plagiarism."

Activities:

1. Have students hold a mock trial on a plagiarism case with students role playing as the judge, lawyers, author, jury, etc. Have each student write brief arguments for the defense and prosecution lawyers.

2. Have students design anti-plagiarism slogans for bumper stickers.

3. Have students research famous cases of plagiarism in music or book publishing.

4. Have students copy an encyclopedia article verbatim and then read the paragraph several times. Students then summarize it in their own words without referring to the paragraph.

L09006 Recognize the uses of the computer in organizing and retrieving information (e.g., tabulating, alphabetizing, word-processing, graphics).

Activities:

1. Each student selects a career and researches how computers are

facilitating the work and the ways that computers are changing it.

2. Each student puts a stack of thirty cards with one word printed on each card in alphabetical order. Time how long it takes the student to alphabetize the cards. Enter the same words into a computer with a filing program and time how long it takes the computer. Compare the time difference.

3. Have each student write a paragraph explaining how each of the computer functions would help them in their schoolwork and at home.

4. Have students find computer advertisements in magazines and make a collage of the variety of computers and their uses.

5. Students write paragraphs on how computers will be used in information retrieval or what computerized libraries will be like in the future.

ESSENTIAL SKILLS
LIBRARY/RESEARCH/REFERENCE

GRADE 10

The student will:

L10001 Identify the information (title of article, magazine, and date of magazine, volume, page numbers) in a magazine index entry (e.g., Reader's Guide).

Activities:

1. Students use magazines of their choice and write magazine index entries for several magazine articles. Provide a sample entry for them to pattern their entries after.

2. Have students find magazine articles to put into a "time capsule" that will be opened in 2080. This will tell the people in the future about the 1980's. Have students look through copies of a magazine index and pick out topics and articles that would be suitable for the time capsule e.g., fashion, politics, movies, health, music, education, scientific developments, etc.

3. Students role play as magazine writers and make a magazine entry for their article.

4. Introduce students to the magazine index through microfiche. If microfiche and a reader are not available in the school, borrow a portable reader and some magazines on microfiche. Have students make up magazine index entries on the articles they find on microfiche.

L10002 Select the most appropriate research sources (e.g., newspapers, magazines, audio-visual materials, reference books, and interviews) for a specific topic.

Activities:

1. Have students select a topic and try to find one source in each source category e.g., magazine, filmstrip, book, etc. Students explain why some sources were more appropriate for their topic and why.

2. Have students watch the KET "By The People" (Program #4, "Acquiring Information"). Check the KET schedule book for broadcast times.

ESSENTIAL SKILLS
LIBRARY/RESEARCH/REFERENCE

GRADE 11

The student will:

L.11001 Recognize criteria used to evaluate research sources such as copyright date, format, and authority.

Activities:

1. Students research information on Adolf Hitler and try to find conflicting information about his personal life from a book written by him, a source written by a colleague, an article written by a journalist in the 1940's and an article written within the last two years. Students discuss how accounts vary and why.

2. Develop a handout which lists sources and authors. Students decide whether the authors are objective. The list could include sources such as "A health pamphlet by the American Medical Association." and "A pamphlet on smoking by the National Tobacco Foundation." Have students add to the list.

L.11002 Distinguish between fact and opinion in media (television, radio, newspapers, magazines, and books).

Activities:

1. Videotape two newscasts from two different television stations. View the tape and discuss with students how the two stations slant stories according to their own particular views.

2. Pass out various types of newspaper clippings (editorials, news articles, etc.). Have students distinguish between those that are biased and those that are not. Bring in a newspaper such as the NATIONAL ENQUIRER and compare its news coverage to other newspapers.

3. Have students bring in examples of different types of media coverage on a controversial topic such as nuclear disarmament. Discuss differences in the presentations (radio, newspaper, TV).

4. Have students watch the KET series "By The People" (Program #4, "Acquiring Information" and Program #5, "Evaluating Information"). Check the KET schedule book for broadcast times.

5. Have students research a controversial topic from a list of subjects

compiled by th teacher and librarian. Information is to be presented in the form of a debate, panel, or a persuasive speech and sources used in the research should be documented.

6. Students make a poster showing the many different kinds of bias found in one issue of the local daily newspaper, e.g., cartoons, headlines, and placement of news.

7. Each student brings a magazine advertisement to class and discusses techniques used to influence buyers.

ESSENTIAL SKILLS
LIBRARY/RESEARCH/REFERENCE

GRADE 12

The student will:

L.12001 Identify reference sources (e.g., **Current Biography**, **Occupational Handbook**) for specified subjects.

Activities:

1. Have students design posters or bulletin boards of specialized reference sources that can be displayed in classrooms.

2. Have students prepare video commercials or present live commercials for specialized reference sources. Books are compared to other "brands", etc. After the presentations the class votes for the reference book that would be the most valuable to them.

3. Activity L.12002, #4.

4. Sponsor a "Guess My Reference Contest." Have each student write three clues about a reference book of their choice. Divide the class into two teams. Each student presents the three clues to the other team. The team which guesses the most reference books wins.

L.12002 Use specialized reference sources for locating information.

Activities:

1. Develop a worksheet of questions for students to look up in specialized reference sources. Use students' names in the class and humor in your questions such as "There was an explosion in the chemistry lab and John Parker ran out of the lab screaming 'I only mixed sodium chloride with sulfur.' Find out if this could have caused the explosion."

2. Have students research a career area that they are interested in and use specialized reference sources. Students utilize the information they find to do projects such as a poem about the career, a bibliography of reference sources that would be useful on the job, or mini-biographies of several persons prominent in that career.

3. Plan with each content area teacher and develop a mini-assignment that would tie into what the class is currently studying and that would require the use of specialized reference sources in the library.

4. Have groups of four students use specialized reference sources to find trivia questions. Selected questions are then compiled into a worksheet for the next class period when the whole class finds the answers using reference sources.

L12003 Evaluate material for accuracy and appropriateness.

Activities:

1. Have students prepare an evaluation form for the resource's accuracy and appropriateness. Students use the form to compare two resources such as NEW YORK TIMES and THE NATIONAL ENQUIRER.

2. Activity L11002, #6.

3. Divide the class into groups of two or three students. Using older books and/or encyclopedias, have students pick out facts that are outdated. Each outdated fact is worth ten points and the team receiving the most points wins.

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